MANIPUR GAZETTE

E X T R A O R D I N A R Y
PUBLISHED BY AUTHORITY

No. 316 **Imphal, Wednesday, January 30, 2013** **(Magha 10, 1934)**

GOVERNMENT OF MANIPUR
SECRETARIAT: DEPARTMENT OF PERSONNEL AND ADMINISTRATIVE REFORMS
(ADMINISTRATIVE REFORMS DIVISION)

NOTIFICATION

Imphal, the 28th January, 2013

No. 8/4/3011-AR: 'National Training Policy, 2012' has been formulated by Government of India and the State Government has been considering to formulate its own State Training Policy keeping in view the provisions of the 'National Training Policy, 2012'.

2. And, as formulation of State Training Policy falls under the purview of Administrative Reforms Division of the Department of Personnel and Administrative Reforms as per the Business of the Government of Manipur (Allocation) Rules.

3. Now, therefore, the Governor of Manipur is pleased to formulate and publish the 'Manipur Training Policy, 2013' as appended in **Annexure I** to this Notification.

4. This shall come into effect from the date of publication in the State Gazette.

By order & in the name of Governor,

DR. RAJESH KUMAR,
Commissioner (AR),
Government of Manipur.

ANNEXURE-I

MANIPUR STATE TRAINING POLICY, 2013

1. Background

1.1 The National Training Policy, 2012 has been approved and circulated by Government of India vide O.M. No. 12021/8/2011-Trg.I dated 19.01.2012 and circulated for adoption by all Ministries/ Departments of Government of India. The policy incorporates the requirements of Training post liberalization of the economy through de-licensing and de-regulation which begun in 1991 and the 73rd and 74th Amendments to the Constitution, which took effect in 1993 thereby creating the third tier of Government at the Panchayat and Municipal levels.

1.2 These, along with other changes since then, such as rapid economic growth, devolution of funds, functions and functionaries to the Panchayats and Municipalities, enhanced transparency through the right to information, globalization, climate change and extremism have created a complex and challenging environment in which the civil service has to function at a time when there are increasing expectations of its performance and ability to respond more efficiently and effectively to the needs of the citizens.

1.3 Over this period, the Human Resource Management function has also undergone a significant change. Organisations are attaching tremendous importance to the management and development of their people. There is increasing recognition that the individual in an organisation is a key resource and should not be simply looked upon as a cost.

1.4 Government systems of personnel administration continue to focus largely on the rules and procedures governing the recruitment, retention and career development of the civil service. Systematic training of civil servants has continued to be mainly for the higher civil services with a large number of Group B and C employees receiving sporadic training, if any at all. With the creation of the third tier of Government, the training of functionaries in the Panchayat and Municipal bodies has become a critical concern.

1.5 For transforming the civil service, it is imperative to move to a strategic human resource management system, which would look at the individual as a vital resource to be valued, motivated, developed and enabled to achieve the Department/Organisation's mission and objectives. Within this transformational process, it is essential to match individuals' competencies with the jobs they have to do and bridge competency gaps for current and future roles through training.

2. Competency Framework

2.1 Competencies encompass knowledge, skills and behaviour, which are required in an individual for effectively performing the functions of a post. Competencies may be broadly divided into those that are core skills which civil servants would need to possess with different levels of proficiency for different functions or levels. Some of these competencies pertain to leadership, financial management, people management, information technology, project management and communication. The other set of competencies relate to the

professional or specialized skills, which are relevant for specialized functions such as building roads, irrigation projects, taking flood control measures, civil aviation, medical care, etc.

2.2 A fundamental principle of the competency framework is that each job should be performed by a person who has the required competencies for that job.

2.3 Training has usually been based on the duties that are to be performed in a particular post. There has been no comprehensive review or classification of all posts in accordance with functions that are to be performed and the competencies required thereto. Thus, the issue of whether an individual has the necessary competencies to be able to perform the functions of a post has not been addressed. For moving to a competency-based approach, it would be necessary to classify the distinct types of posts and to indicate the competencies required for performing work in such posts. Once the competencies are laid down, an individual's development can be more objectively linked to the competencies needed for the current or future jobs. Career progression and placement need to be based on matching the individual's competencies to those required for a post. The training plan of each Department/Organisation needs to address the gap between the existing and the required competencies and provide opportunities to the employees to develop their competencies.

3. Training Objectives

3.1 The objective of training will be to develop a professional, impartial and efficient civil service that is responsive to the needs of the citizens. In doing so, care will be taken to emphasize the development of proper ethics, commitment to work and empathy for the vulnerable sections such as differently abled senior citizens, SCs, STs etc.. The competency framework will be used to ensure that civil servants have the requisite knowledge, skills and attitude to effectively perform the functions they are entrusted with. The success of training will lie in actual improvement in the performance of civil servants.

4. Training Target

4.1 All civil servants will be provided with training to equip them with the competencies for their current or future jobs. Such training will be imparted:

(a) At the time of their entry into service, and

(b) At appropriate intervals in the course of their careers.

4.2 Such training will be made available for all civil servants from the lowest level functionaries to the highest levels.

4.3 The opportunities for training will not be restricted only at mandated points in a career but will be available to meet needs as they arise through a mix of conventional courses, distance and e learning.

4.4 Priority will be given to the training of front line staff, including training on soft skills, so as to improve customer orientation as well as quality of service delivery to the citizens.

5. Role of Departments

5.1 Each Department shall adopt a Systematic Approach to Training and shall:

i. Appoint a Training Manager who will be the Nodal Person for implementation of the training function in that Department;

ii. Create a Training Cell with HR and Capacity Building Professionals to assist the Training Manager;

iii. Classify all posts with a clear job description and competencies required;

iv. Develop Cadre Training Plans (CTPs), based on the competencies required and training needs, for ensuring that all cadres under the Department/ Organisation have a clearly articulated scheme for the development of their competencies while also indicating the programmes that are mandatory;

v. Link the training and development of competencies of individuals to their career progression and ensure this by suitably amending service rules/issuing administrative instructions;

vi. Ensure that any non training interventions that need to accompany training interventions are also taken up suitably;

vii. Make the immediate supervisor responsible and accountable for the training of the staff working under him;

viii. Incorporate an appropriate provision in any new scheme to ensure that suitable training is imparted for its proper implementation and sustainability;

ix. Where feasible, use the services of the Training Institutions in developing the cadre training plans, outsourcing training, and/or providing advisory or consultancy services to the Department;

x. Prepare an annual training plan for all the cadres under its control;

xi. Implement the Annual Training Plan (ATP), by using the institutions under it or outside, so that the limitations on internal training capacity do not constrain the implementation of the training plan;

xii. Allocate appropriate funds to enable the training to be carried out by institutions under its control or outside;

xiii. Incorporate a separate section in the Departments/Organisations annual report on training and capacity building activities undertaken during the year;

xiv. Provide induction training to new entrants and prepare and upload the induction material on the website of the Department/Organisation for easy accessibility;

xv. Organize 'On the Job' and 'In house' training as may be required.

6. Role of Training Institutions

6.1 Government training institutions lie at the heart of the training system. They are the repositories of the expertise distilled from the real world. The quality and manner of their functioning has a direct impact on what their trainees imbue and take with them. They will continue to be the mainstay for training of civil servants. Given their role, it becomes imperative for them to become leaders in the process of enabling learning and change. They should:

i. Have the requisite staff, infrastructure and finances to perform their functions;

ii. Move to becoming models of excellence in the quality of the training they impart and as learning organisations through a process of self assessment and bench-marking;

iii. Provide technical assistance and advice in preparation of annual training plans for the Department/ Organisation and in outsourcing training (if so required);

iv. Play a key role in assisting the Departments/Organisations in the process of shifting to a competency based framework for training (as applicable);

v. Assimilate technologies with a view to enabling learning anywhere, anytime for their clients;

vi. Supplement their current programmes with distance and e Learning courses;

vii. Conduct field studies and research as part of the process of becoming repositories of knowledge in the areas of their sectoral or functional specialization (as applicable);

viii. Provide advisory and/or consultancy services (as applicable);

ix. Network with other institutions to share learning resources, experience and expertise;

x. Facilitate the development of domain specific trainers and provide stability of tenure and opportunities for faculty development;

xi. Ensure that all trainers who join the institute are deputed at the earliest possible opportunity to undergo programmes for 'Training of Trainers';

xii. Maintain database of trained manpower for future reference;

xiii. Give special focus on behavioural/attitudinal training.

The primary role of State Academy of Training should continue to be capacity building/ training of State Government employees – both at initial induction stage and in service at the SAT, outside the State and abroad. It should work out M.O.Us/ collaboration agreements with reputed institutions in both the public and private sectors in India and abroad. In addition, the SAT should, under the proposed policy, take up skill development programmes to bridge the gap between what the academic institutions churn out and the needs of the service and manufacturing sectors with the objective of providing employment outside the Government.

7. Trainer Development

7.1 The Trainer Development Programme (TDP) has been one of the most successful instances of transfer of learning under a donor project resulting in the development of a cadre of trainers. The concept of "once a trainer, always a trainer" that was enunciated in the National Training Policy, 1996 has aided its success. The Trainer Development Programme is, however, based on curricula and content developed over the last three decades. While the core principles of learning have not changed, there are new developments in the field of training techniques and particularly in the use of technology in enabling and facilitating training for large numbers of people. There is an urgent need to identify the current international best practices in training skills and techniques and develop a cadre of trainers in such skills/techniques. There is also a need for setting-up a Learning Resources Centre (LRC), preferably on a suitable public private partnership mode so that sustainable indigenous capacity is built in this area.

7.2 Certification of trainers under the Trainer Development Programme has to be on a renewable basis related to their actually conducting a required number of training programmes and also attending courses meant for upgrading their skills.

7.3 While the Trainer Development Programme on training techniques and skills has evolved over the years, the development of domain specific trainers has largely been ignored.

Given the plethora of training institutions in the diverse areas of Government functioning, it is desirable to develop cadres of trainers in different sectoral and functional specializations. Different Departments/ Organisations would need to take the initiative to develop such trainers in the areas of their responsibility.

7.4 The Sixth Central Pay Commission has proposed major incentives such as 30 percent Training Allowance, rent-free accommodation etc. for Central Training Institutions for Group A officers, in recognition of the importance of this function and to attract a wider range of officers to this function. State Government may provide similar incentives to the faculty of the State Academy of Training (SAT) etc.

8. Foreign Training

8.1 Foreign training fills a crucial gap in the training system. It provides opportunities for officers to gain exposure to the latest thinking on different subjects in some of the leading institutions of the world. It exposes them to experiences and best practices of different countries with differing models of development and governance. Since 2001, the scheme of Domestic Funding for Foreign Training (DFFT) of the Department of Personnel & Training, Government of India has become the main source under which officers are sent for foreign training. The State Government will give preference to IAS/ Group A Officers for foreign training under the Government of India scheme of Domestic Funding for Foreign Travel (DFFT).

8.2 There is a need to continue and strengthen the Foreign Training Scheme as well as other similar schemes so that officers have the opportunity to attend both long term and short term programmes to develop in depth competencies in a range of subjects/areas or specific specialized subjects. This is particularly important for officers who are likely to hold positions at the senior most levels of Government where they need to be aware of, and take into account, the broader global context in policy formulation as well as international best practices.

8.3 Since 2011, Government of Manipur has been deputing officers for foreign training (short-term programmes) to develop in-depth competencies in a range of subjects/ areas or specific specialized subjects. This needs to be continued and strengthened. State Government may continue to send IAS/MCS/ Other Group A Officers for foreign training annually for which State Academy of Training (SAT) would be the 'Nodal Organisation'. However, in case of specific foreign training relating to a particular department/ organisation, officers could be deputed for foreign training by the Administrative Reforms department directly.

9. Funding

9.1 Each Department/Organization shall provide adequate funding to meet the training Requirement.

9.2 The National Training Policy of 1996 of the Central Government had recommended that 1.5 percent of the salary budget be set aside by each Department to be used solely for the purpose of training. Given the likely increase in the need for training by moving to a competency based system, it is recommended that each Department/Organization set aside at least 0.5 percent of its salary budget for training.

10. Training for Urban and Rural Development

10.1 The 73rd and 74th Amendments of the Constitution resulted in a radical change in the status of the Panchayati Raj Institutions and Urban Local Bodies by prescribing constitutionally mandated devolution of powers and resources to them as the third tier of Government. These institutions are critical for the development of the rural and urban areas as well as delivery of many essential services to the citizen. The national level flagship programmes for rural and urban development have highlighted the need for capacity development in the rural and urban level institutions for effectively implementing the programmes.

10.2 The six Autonomous District Councils (ADCs) have been delegated with mandated powers and resources. Training needs of elected representatives and officials are to be identified from time to time for capacity building of the ADC's.

10.3 Rural and urban local bodies' functionaries need to have the competencies to be able to perform their work efficiently and their training is, therefore, of paramount importance. As the officers of the IAS and State Civil Services play an important role in the administrative set up at all levels, they need to be familiarised with grassroots institutions of rural and urban governance. As in case of attachment with other Departments, the IAS Probationers/Officer Trainees may be given 'hands on experience' of grassroot level administration in Panchayati Raj Institutions and Urban Local Bodies by placing them as Executive Officers of Gram Panchayats/Municipalities for a suitable duration. This arrangement may be made within the overall framework of the recommendations of the 'Syllabus Review Committee' for the induction training. Similar attachments could also be considered by the State Government for inclusion in the training schedule of probationers of the State Civil Services.

10.4 Suggested areas for capacity building in rural and urban development:

i. Rural development: Rural Sociology, Rural Development/Welfare Programmes, Rural Planning, Agricultural Marketing and Agricultural Finance, Rural Industries, role of Non Government Organizations in rural development, Rural Co Operatives, Conflict Management in Rural Areas;

ii. Urban Development: Decentralization and Urban Governance, Urban Land issues, Urban Environment, Urban Transport, Urban Panning and Infrastructure

Development, Urban Poverty and Social Development, Municipal Accounts and Finance, e–Governance for urban development.

11. Implementation and Coordination

11.1 A State Training Council, chaired by the Minister, Department of Personnel and Administrative Reforms shall be constituted for giving overall direction for the implementation of this Policy.

11.2 For monitoring the implementation of the Manipur State Training Policy and taking appropriate steps to facilitate such implementation, there shall be a 'Committee' chaired by the Chief Secretary and consisting of the Secretaries of the Departments of Urban Development and Rural Development, Secretary, Hills & Tribal Affairs Department the Director General, State Academy of Training and three representatives each of the State Level training Institutions (on a 2-year rotational basis) with Commissioner/Secretary (Administrative Reforms) as the Member-Secretary. This 'Committee' will meet every quarter of the year.

11.3 The Administrative Reforms Department shall be the nodal department for the implementation of this policy and shall issue appropriate guidelines to amplify and facilitate its implementation.

11.4 *Development of Competency Framework:* With the shift to development of a competency based framework for the management of the Human Resources including training, the Administrative Reforms Department & State Academy of Training (SAT) would need to enhance its own capacity (in terms of staff and their competencies) to be able to provide the leadership in detailing the manner in which the work is to be done, providing guidance and handholding support to the Departments/Organisations and monitoring the progress so that the standards of quality in developing the competencies are adhered to and the task is completed in a reasonable period in a mission mode.

11.5 *Capacity Building for National Flagship Programmes:* Departments/State Implementing Societies are scaling up their training activity and National Flagship Programmes such as the Jawaharlal Nehru National Urban Renewal Mission (JNNURM), Mahatma Gandhi National Rural Employment Guarantee Programme (MGNREGP), National Rural Health Mission (NRHM), and Sarva Shiksha Abhiyan (SSA) are allocating large amounts for capacity building. In this scenario, it becomes even more important to ensure that such training/capacity building programmes are properly conceived, structured, implemented and their impact assessed so that the expenditure achieves the purpose it was meant to. The Administrative Reforms Department & State Academy of Training (SAT) would need to take the lead in developing the competencies of the Training Managers in the Departments/Organisations so that they are better able to provide support and guidance to their Departments/Organisations in the design and implementation of capacity building schemes.

11.6 The Administrative Reforms Department & State Academy of Training (SAT) need to provide technical support to the Departments/Organisations concerned in the development of need based training schemes through creation/augmentation of training infrastructure, faculty development and out sourcing of training. Many states already have excellent infrastructure in the apex training institutes as well as SIRDs and SIUDs. With proper co ordination, synergy can be created with the State ATIs so that capacities, which already exist, can be optimally utilised.

11.7 *Distance and E-Learning:* Distance and e-learning provide unparalleled opportunities for meeting the training needs of large number of civil servants dispersed across the country in different cities, towns and villages. The Administrative Reforms Department & State Academy of Training (SAT) shall tie-up with IGNOU to facilitate distance learning in a wide range of subjects and courses. Technology provides the means to make available a vast resource of learning material and courses online providing individuals with enormous choice and flexibility in learning. The Administrative Reforms Department & State Academy of Training (SAT) need to take the lead to ensure that institutions make available training courses/material through an E Learning Portal as well as through the more conventional modes of distance learning. The portal would be a platform to bring together the numerous Government and other training institutions for providing a single point of access to the repository of training resources. The Administrative Reforms Department & State Academy of Training (SAT) should also build-up databases of the training resources available such as calendars of training programmes of different institutions, faculty in different subjects, etc.

11.8 *Capacity Building at State level:*

i. State Academy of Training (SAT) is designated as the Apex Training Institute of the State and will play a lead role in co ordinating training across sectors and departments. Further, SAT will be strengthened with adequate funds, infrastructure, manpower and decision making powers.

ii. Support from Training Division, DOPT, GoI: The Training Division, Department of Personnel & Training, Government of India have an extremely important role in supporting the development of Training Capacity in the States. It need to provide adequate funds for supporting need based training schemes as may be proposed by the State. It should focus, in particular, on the following:

(a) Supporting the creation of decentralised training infrastructure (at the divisional, district or sub-district levels) concomitant with the development of trainers at those levels;

(b) Strengthening and empowering SAT & State Training Institutions (including improving the quality of selection of faculty and their development); and

(c) Specifically supporting training of civil servants at the grassroots level, including Panchayat functionaries, to improve delivery of services by upgrading their skills and knowledge and improving their responsiveness in meeting citizens' needs.

12. Monitoring and Evaluation

12.1 Monitoring and Evaluation (M&E) is a powerful tool to improve the way governments and organizations achieve results. Research studies indicate that effectiveness of training and development is significantly increased if the monitoring and evaluation of training programmes is systematically undertaken. In the era of globalisation and competition, training cannot remain an act of faith. It needs to demonstrate the returns on investment.

12.2 Evaluating the effectiveness of training is a very important but difficult aspect of training administration. Often, the evaluation in training institutions is limited to post course questionnaires inviting trainees to comment on the course, trainer and training material. This cannot give a fair measure of whether investment in training is justified. Consequently, there is a need to embed comprehensive impact evaluation in the training eco system where evaluation is not confined to the quality of training programmes or the learning derived by the participants but also evaluates changes in the job behaviour that resulted from the programme and its impact on organizational effectiveness and improvement in the satisfaction level of clients/citizens.

12.3 Role of Administrative Reforms Department

i. Monitoring the implementation of State Training Policy.

ii. Maintain a database of training and development activities undertaken by various Departments/Organizations.

iii. Issue advisories, from time to time, so that training programmes are conducted based on 'Systematic Approach to Training' and build capacity of the Departments/Organizations and training institutions in the area.

iv. Ensure that Training Managers are appointed in all Departments/ Organizations, build their capacity and work in close coordination with them.

12.4 Role of Departments / Organizations:

i. Develop a Training Management Information System (TMIS) to facilitate training and development activities of the Departments/Organizations.

ii. Undertake benchmarking/evaluation study of training institutions under the control of Departments/Organizations to mould them as Centres of Excellence.

iii. Commission surveys/studies to measure the clients'/customers' satisfaction level on the services delivered by the Departments/Organizations.

iv. Review the implementation of the Annual Training Plan, Cadre Training Plan and the functioning of Training Institution(s) under the Departments/Organizations and in particular to look at the:

(a) Utilisation of training capacity;

(b) Quality of training conducted;

(c) Adequacy of the physical and training infrastructure, faculty, finances and delegation of powers for carrying out the institutes' mandate;

(d) Training of the Group B and C staff, particularly those at the cutting edge level (as may be applicable); and

(e) Proper selection and development of faculty, incentives for them and stability of their tenure. The conduct and character of the selected faculty should be demonstrative of the ethics and values taught in the classroom.

12.5 Role of State Academy of Training (SAT):

i. Capacity Building and Skill development.

ii. Keep track of latest and international trends in training and development and replicate/ assimilate them in Indian context;

iii. Constantly hone and upgrade the skills of trainers/faculty members in the new and emerging training techniques and methodologies and assess/review their performance as trainers/faculty;

iv. Constantly review and modify curricula, content and training methodologies to take account of training feedback and the needs of clients;

v. Put in place a rigorous system of evaluation of training programmes and assessment of their impact on individual's performance over time; and

v. Conduct evaluation studies to assess the impact of ongoing training programmes conducted by it on organizational performance.

Printed at the Directorate of Printing & Stationery, Government of Manipur/330-C/30-01-2013.